



The Education Trust—Midwest



# **Stalled to Soaring: Michigan's Path to Educational Recovery**

## **2014 State of MI Education Report**

Michigan State Board of Education  
Amber Arellano, Executive Director  
Sarah Lenhoff, Director of Policy and Research  
Lansing, Mi - April 8, 2014

# Agenda

- Trends in student achievement nationwide
- Findings from new 2014 State of Michigan Education Report
- Lessons learned from leading education states: Tennessee and Massachusetts
- Michigan's path to educational recovery

# Our Mission

- The Education Trust-Midwest works for the high academic **achievement of all Michigan students**, pre-kindergarten through college.
- Our goal is to **close the gaps** in opportunity and achievement for all children, particularly those from **low-income** families or who are **African American, Latino or American Indian**.

# About the Education Trust-Midwest

- **The Education Trust (National)**
  - Founded in 1996
  - K-12 Policy & Research; Teaching Quality; Higher Education; K-16 Finance
- The Education Trust-Midwest is **non-partisan, data-driven and research-based.**
  - Located in Michigan, founded in 2010
- ETM is a statewide education **policy, practice and advocacy organization.**

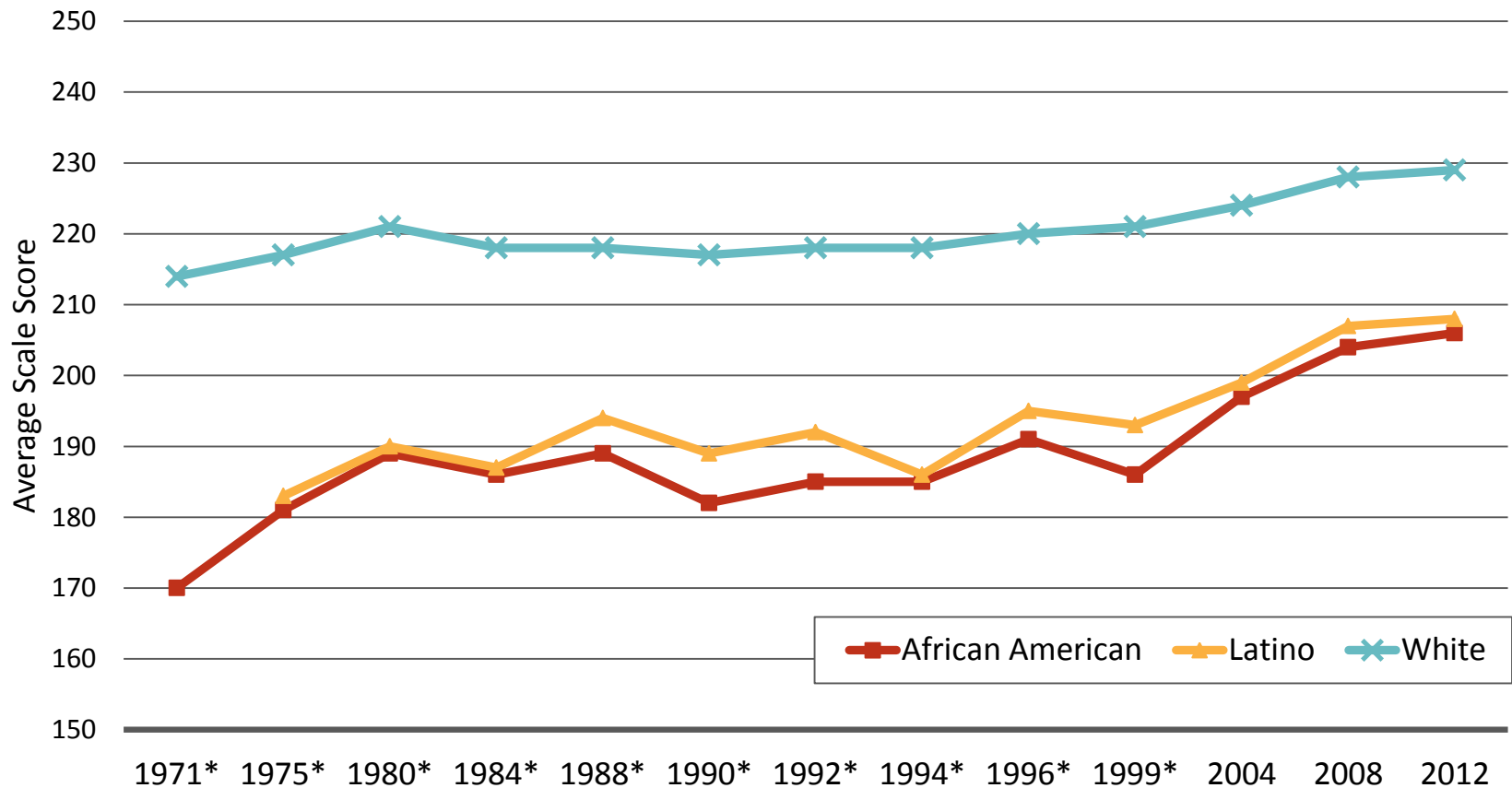
# **The Good News: Narrowing Gaps and Soaring Achievement**

# Achievement Improving Nationwide

- Highlights from the 2012 NAEP Long-Term Trend Assessment:
  - Achievement of African-American and Latino students at all ages has risen significantly in reading since the 1970s
  - Although the gaps between African-American and Latino students and their white counterparts remain large, they have narrowed by as much as 50 percent

# Large Gains for All Groups of Students, Especially Students of Color Nationwide

## 9 Year Olds – NAEP Reading

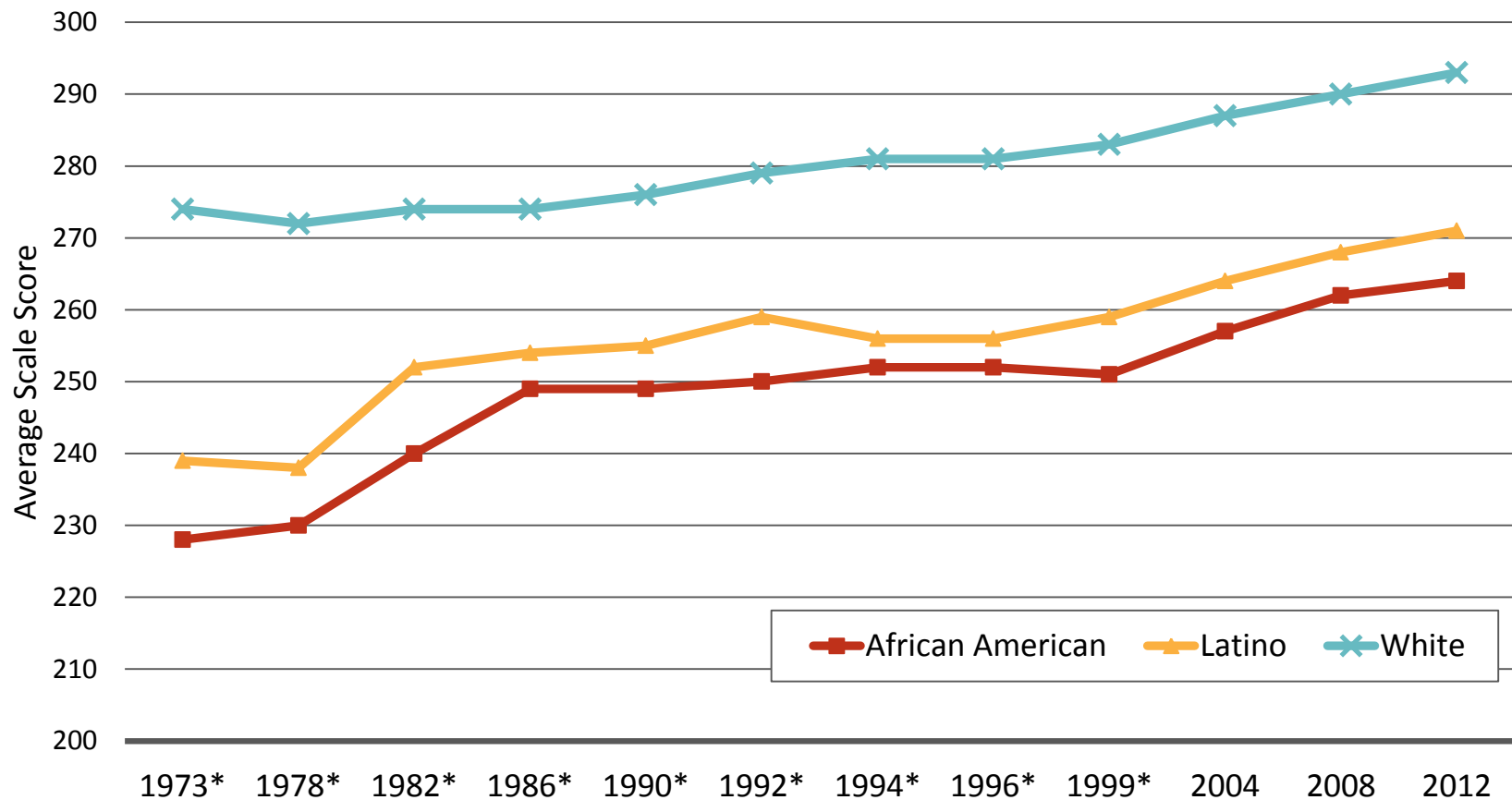


\*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

# Performance for All Groups Has Risen Dramatically Nationwide

## 13 Year Olds – NAEP Math



\*Denotes previous assessment format

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"



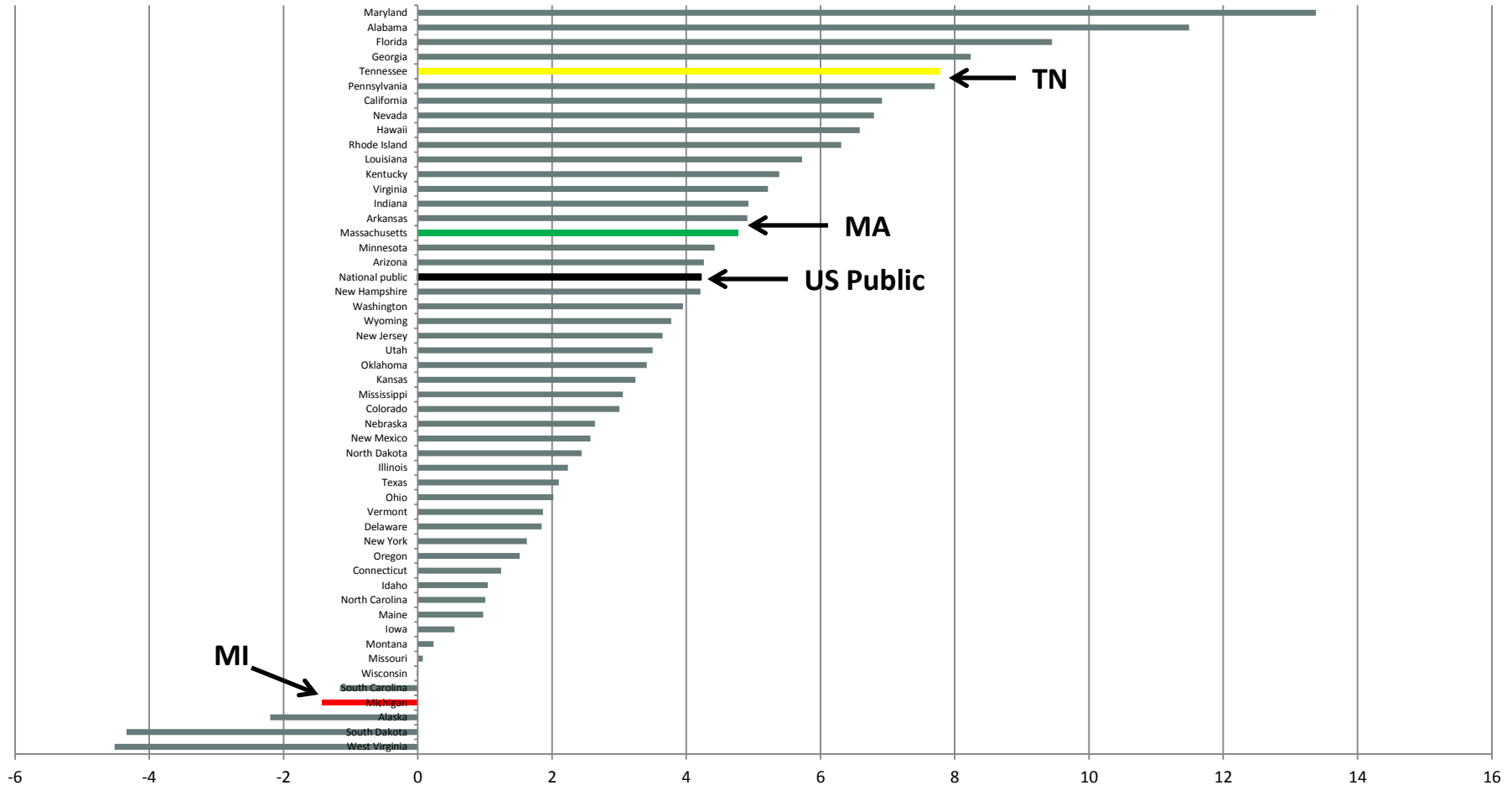
# **The Bad News: Michigan's Students Lag Terribly Behind Nation**

# Michigan's Education Recession

- *Statewide Achievement*
  - Michigan now ranks in the **bottom five states** for student learning progress in fourth-grade reading and math over the last decade.
  - Michigan is one of only six states in the nation that actually posted ***negative*** student growth in some subjects.
  - Fourth-grade students are learning at **lower levels today** than they did in 2003 in reading, an important predictor of future learning success.

# Ten Year Growth in Reading Scores by State

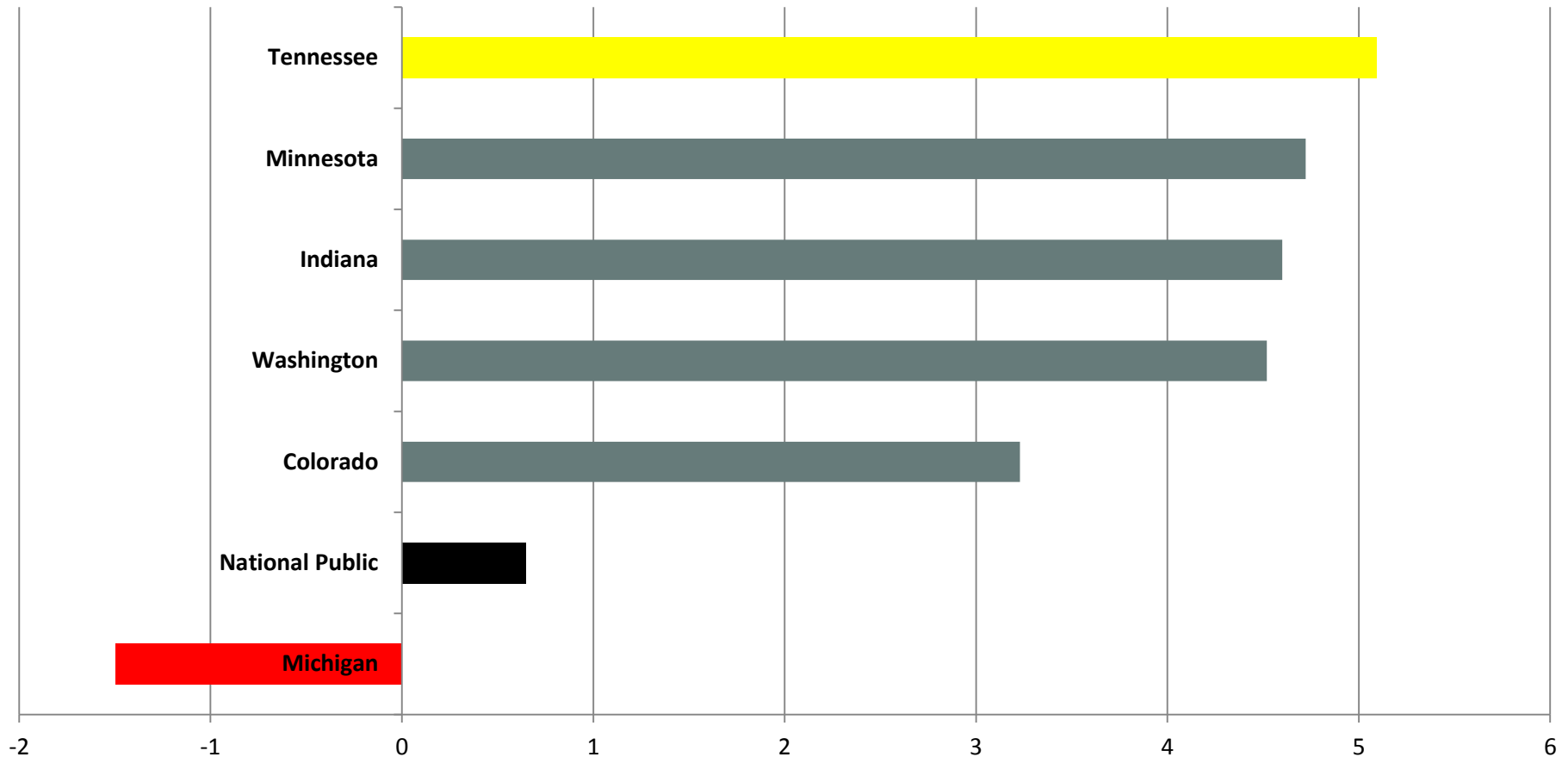
Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2003-13)



Note: Basic Scale Score = 208; Proficient Scale Score = 238  
Source: NAEP Data Explorer, NCES

# MI Losing Ground on 4<sup>th</sup> Grade Reading

Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2011-13)



Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

# Michigan NAEP Performance

Relative Rank of All Students 2003-2013

	2003	2005	2007	2009	2011	2013
4 <sup>th</sup> Grade Reading	28 <sup>th</sup>	30 <sup>th</sup>	30 <sup>th</sup>	34 <sup>th</sup>	35 <sup>th</sup>	38 <sup>th</sup>
4 <sup>th</sup> Grade Math	27 <sup>th</sup>	32 <sup>nd</sup>	32 <sup>nd</sup>	38 <sup>th</sup>	41 <sup>st</sup>	42 <sup>nd</sup>
8 <sup>th</sup> Grade Reading	27 <sup>th</sup>	29 <sup>th</sup>	32 <sup>nd</sup>	32 <sup>nd</sup>	28 <sup>th</sup>	32 <sup>nd</sup>
8 <sup>th</sup> Grade Math	34 <sup>th</sup>	33 <sup>rd</sup>	36 <sup>th</sup>	36 <sup>th</sup>	36 <sup>th</sup>	37 <sup>th</sup>

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

# Michigan's Education Recession

- *Subgroup Achievement*
  - Across all groups of students – white, African American, Latino, Low-Income, Higher-Income – Michigan's student achievement rank has fallen in the last decade
- *Charter Achievement*
  - Learning levels are similar in both Michigan's charter school and traditional public school sectors
- *Detroit Achievement*
  - When Detroit Public Schools students first took this test back in 2009, national experts said that no district had scored lower in the test's history
  - Only **seven** percent of the city's fourth-graders were reading on grade level in 2013

# Michigan NAEP Performance

Relative Rank of African-American Students 2003-2013

	2003	2005	2007	2009	2011	2013
4 <sup>th</sup> Grade Reading	38 <sup>th</sup>	39 <sup>th</sup>	36 <sup>th</sup>	44 <sup>th</sup>	45 <sup>th</sup>	42 <sup>nd</sup>
4 <sup>th</sup> Grade Math	37 <sup>th</sup>	40 <sup>th</sup>	40 <sup>th</sup>	43 <sup>rd</sup>	44 <sup>th</sup>	44 <sup>th</sup>
8 <sup>th</sup> Grade Reading	29 <sup>th</sup>	33 <sup>rd</sup>	38 <sup>th</sup>	37 <sup>th</sup>	34 <sup>th</sup>	33 <sup>rd</sup>
8 <sup>th</sup> Grade Math	35 <sup>th</sup>	32 <sup>nd</sup>	39 <sup>th</sup>	42 <sup>nd</sup>	42 <sup>nd</sup>	41 <sup>st</sup>

Note: Rankings are among the states that reported data for African-American students.

Source: NCES, NAEP Data Explorer

# Michigan NAEP Performance

## Relative Rank of Latino Students 2003-2013

	2003	2005	2007	2009	2011	2013
4 <sup>th</sup> Grade Reading	22 <sup>nd</sup>	15 <sup>th</sup>	13 <sup>th</sup>	25 <sup>th</sup>	26 <sup>th</sup>	24 <sup>th</sup>
4 <sup>th</sup> Grade Math	16 <sup>th</sup>	25 <sup>th</sup>	20 <sup>th</sup>	31 <sup>st</sup>	32 <sup>nd</sup>	40 <sup>th</sup>
8 <sup>th</sup> Grade Reading	5 <sup>th</sup>	13 <sup>th</sup>	38 <sup>th</sup>	13 <sup>th</sup>	4 <sup>th</sup>	21 <sup>st</sup>
8 <sup>th</sup> Grade Math	4 <sup>th</sup>	12 <sup>th</sup>	35 <sup>th</sup>	19 <sup>th</sup>	13 <sup>th</sup>	43 <sup>rd</sup>

Note: Rankings are among the states that reported data for Latino students.

Source: NCES, NAEP Data Explorer



# Michigan NAEP Performance

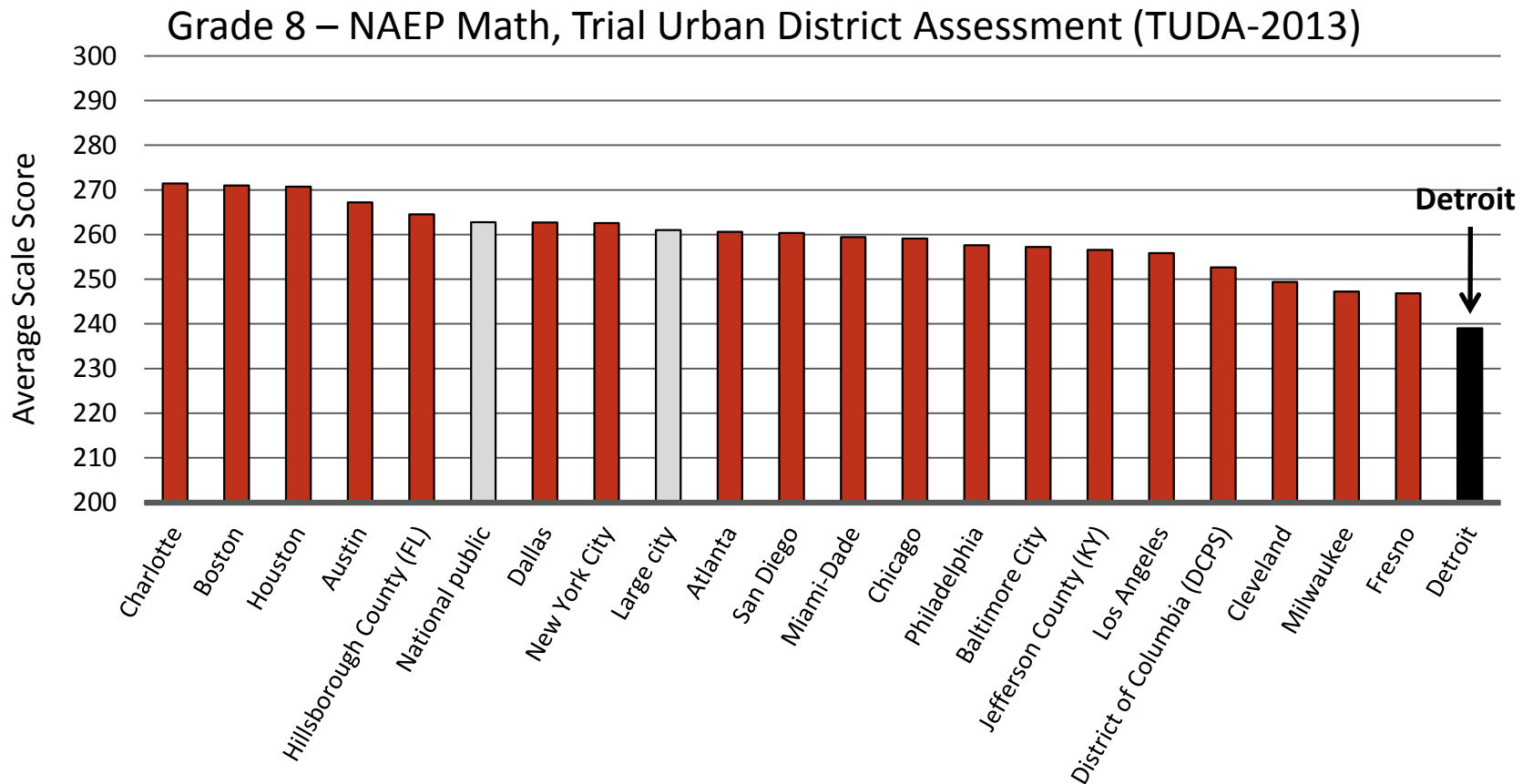
Relative Rank of Higher Income Students 2003-2013

	2003	2005	2007	2009	2011	2013
4 <sup>th</sup> Grade Reading	24 <sup>th</sup>	35 <sup>th</sup>	36 <sup>th</sup>	36 <sup>th</sup>	35 <sup>th</sup>	38 <sup>th</sup>
4 <sup>th</sup> Grade Math	20 <sup>th</sup>	29 <sup>th</sup>	35 <sup>th</sup>	35 <sup>th</sup>	43 <sup>rd</sup>	32 <sup>nd</sup>
8 <sup>th</sup> Grade Reading	21 <sup>st</sup>	37 <sup>th</sup>	36 <sup>th</sup>	31 <sup>st</sup>	30 <sup>th</sup>	31 <sup>st</sup>
8 <sup>th</sup> Grade Math	34 <sup>th</sup>	35 <sup>th</sup>	38 <sup>th</sup>	39 <sup>th</sup>	40 <sup>th</sup>	39 <sup>th</sup>

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

# Detroit African-American Students Last in Math

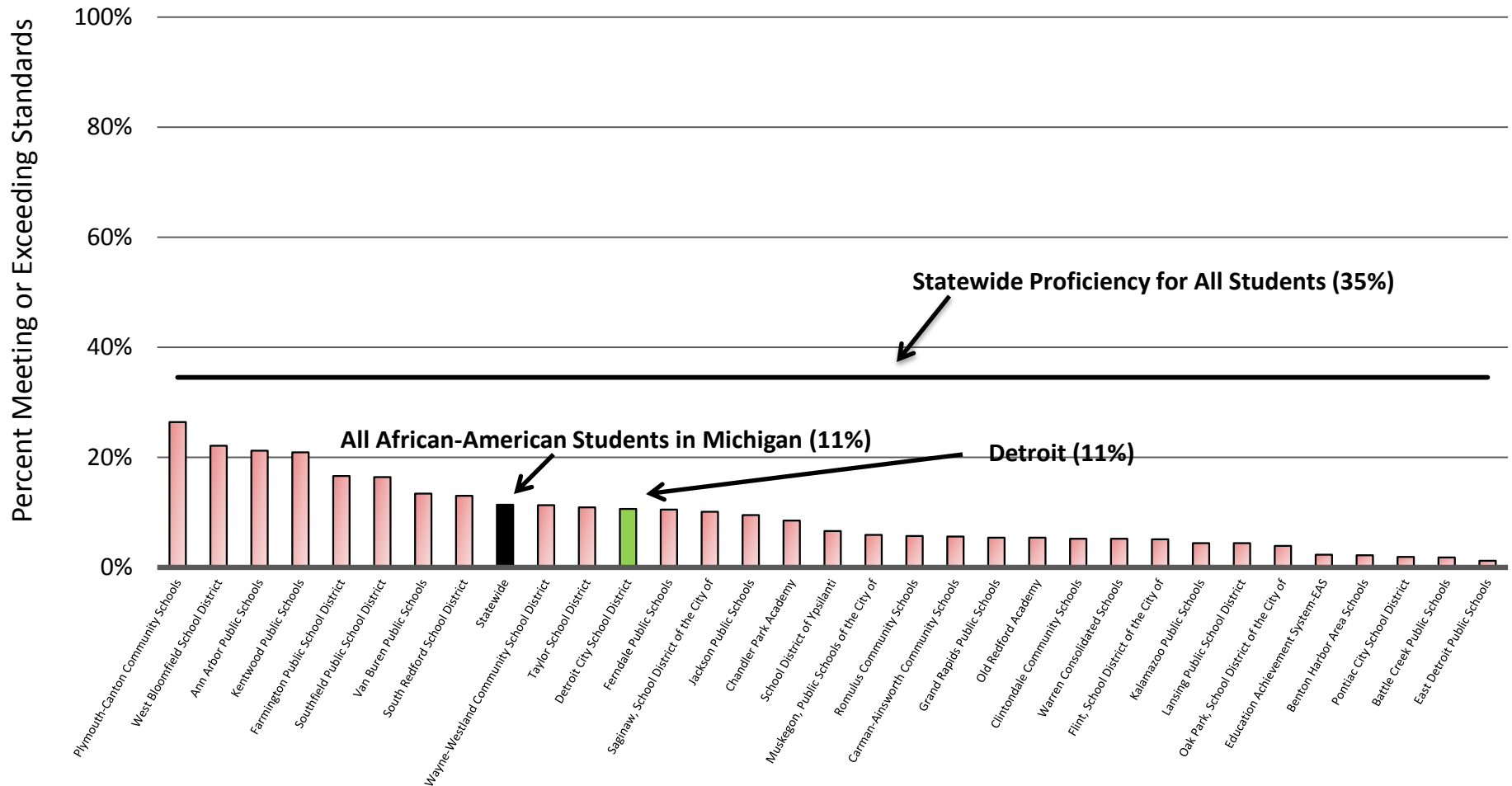


Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES

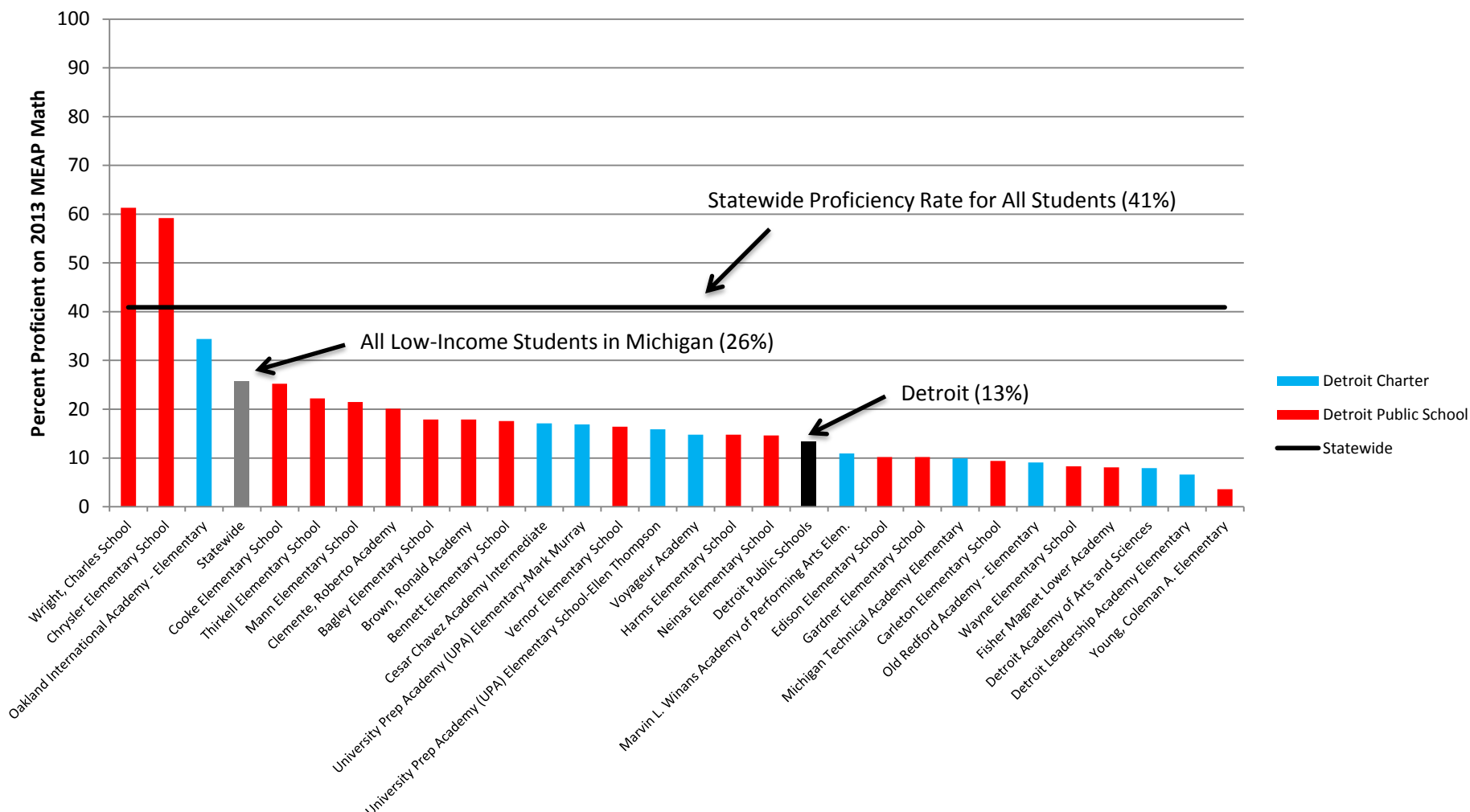
# Districts' African-American Students Fall Behind in Math

Percentage of African-American Students Proficient By District,  
2013 Grade 8 - Math MEAP



Source: Michigan Department of Education, [Fall 2013 MEAP Four Year Comparison \(Gap Analysis\)](#). [CEPI, Spring 2013 District Enrollment Data](#). Public school districts and charter districts with the largest number of African-American students are included.

## Low-Income Students' Math Performance Similar in Detroit High Poverty Charter and Traditional Public Elementary Schools – 2013



Source: [Fall 2013 MEAP Four Year \(Gap Analysis\)](#). CEPI, Fall 2012 Building Data, Free and Reduced Lunch Counts.

Note: Elementary schools have enrollment in at least one grade 3-6 and no grade 7 or grade 8 enrollments. High poverty schools are in the top quartile of percent of students who qualify for free or reduced-price lunch, which means that 72% or more students are low-income. Only schools with three years of MEAP data are included.

# **The Good News: Leading Education States Provide Hope & Proven Strategies**

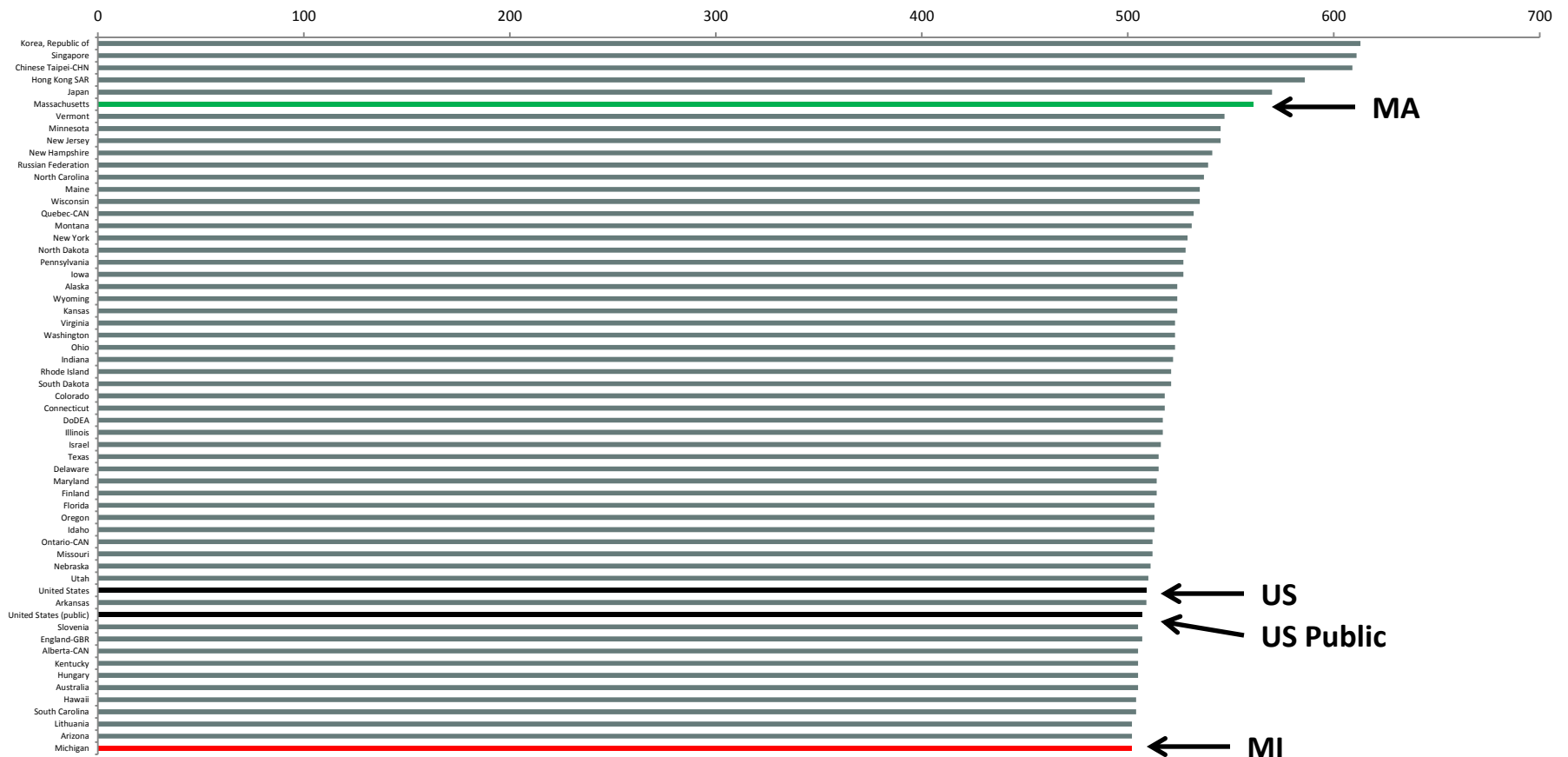
# **A Global Model for Learning: Massachusetts**

# A Global Model for Learning: Massachusetts

- If Massachusetts were a country, its eighth-graders would rank 2<sup>nd</sup> in the world in science and 6<sup>th</sup> in the world in math.
- Michigan would **rank well below Slovenia** and nearly half the other states in science.
- On 2013 NAEP, MA gained 20 points in math for low-income eighth-graders—roughly the equivalent of two additional years worth of math instruction
  - **In other words, Massachusetts' low-income eighth-graders are about a year and a half ahead of their Michigan counterparts in math**

# Massachusetts Near the Top in Math Worldwide

NAEP-TIMSS 2011, 8<sup>th</sup> grade Math

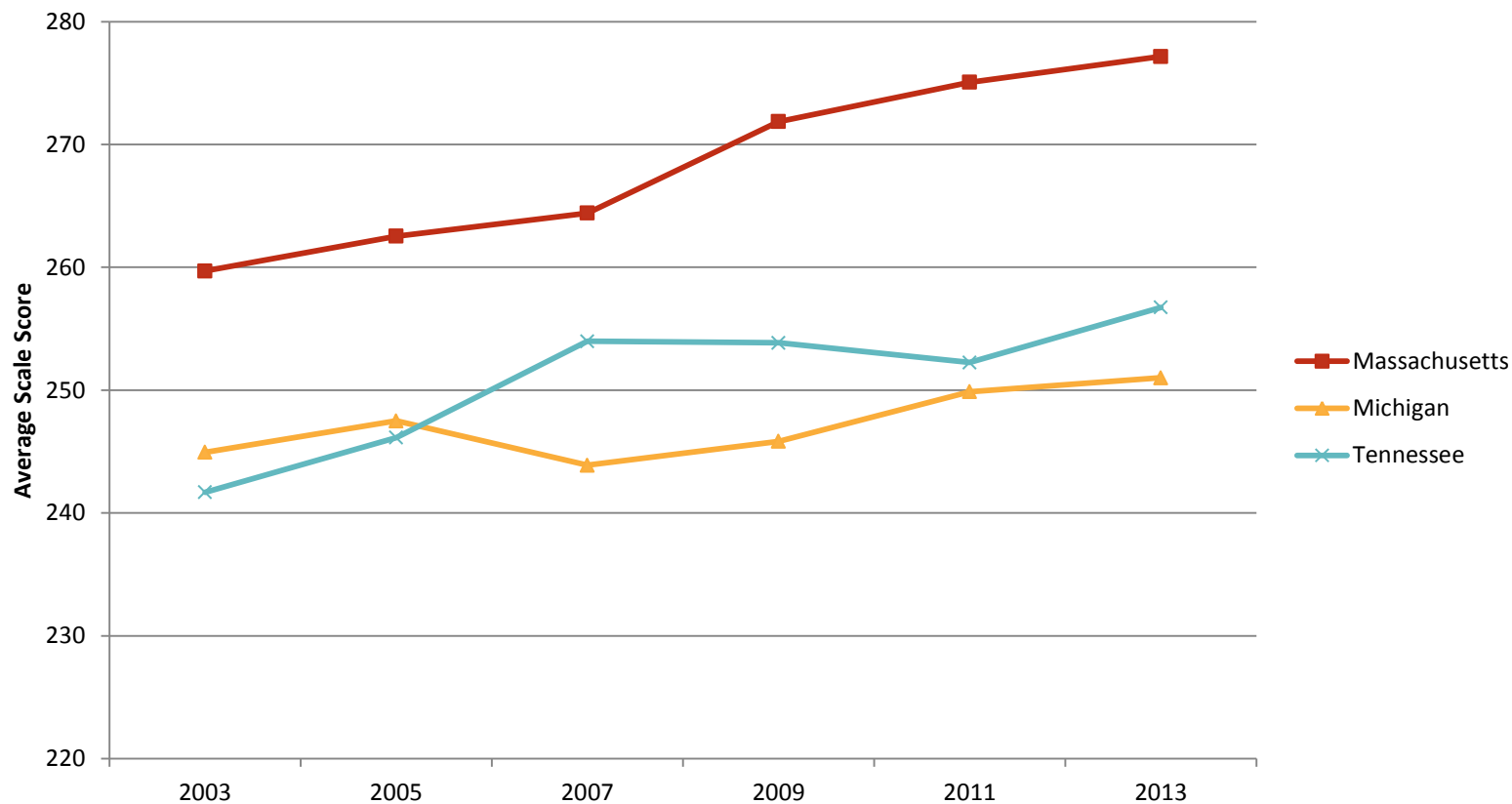


Source: U.S. States in a Global Context: NAEP-TIMSS Linking Study



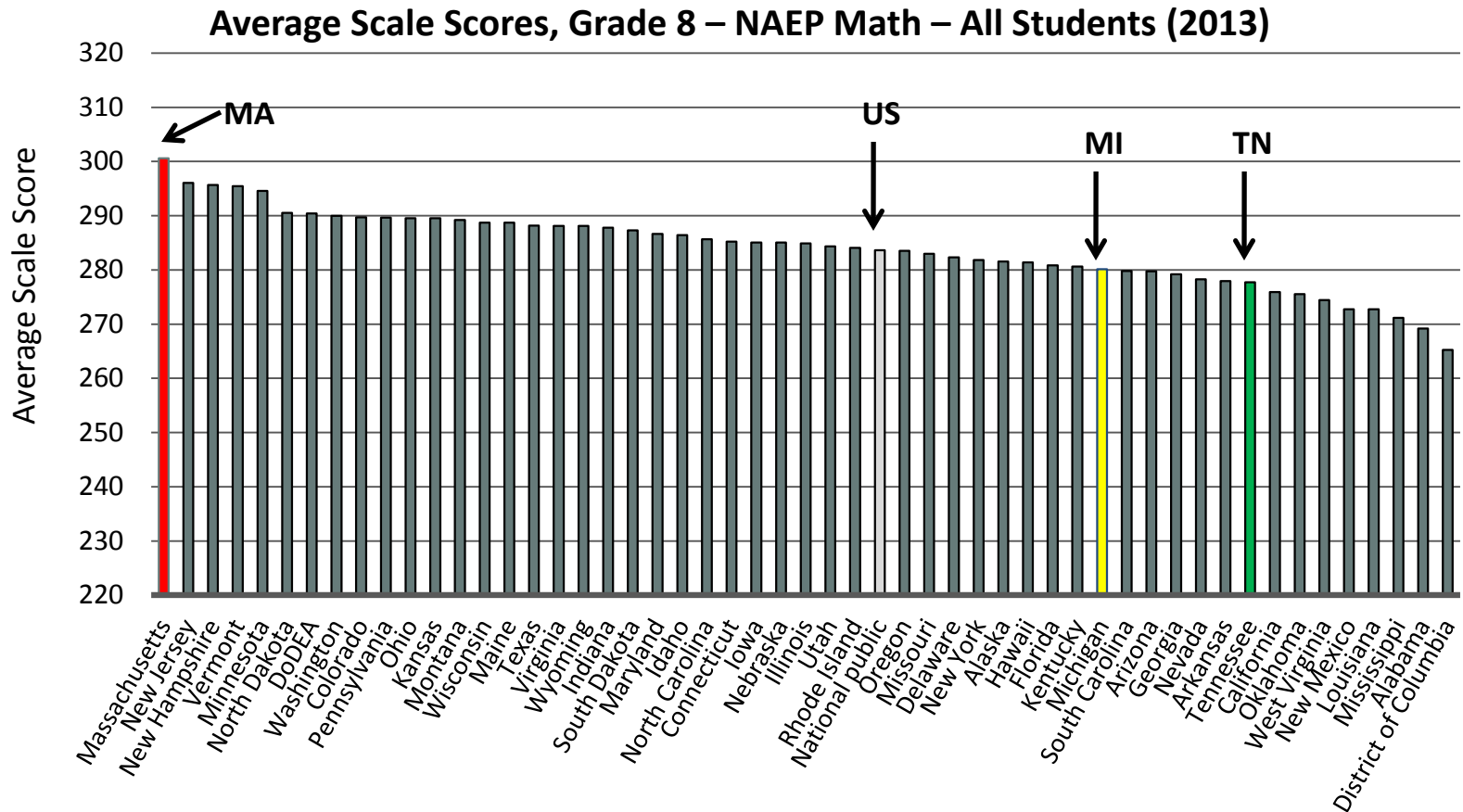
# African-American Students Improving in Math in Leading States

NAEP Grade 8 – Math – African-American



Source: National Center for Education Statistics, State Comparisons Tool

# Massachusetts leads the nation in math



Source: National Center for Education Statistics, State Comparisons Tool

# What led to Massachusetts' success?

- Major reforms began in 1993 with education grand bargain:
  - Investments in Effective Teaching and School Leadership
  - Career- and College- Ready Expectations for All K-16 Students
  - Support for All Teachers
  - Fair Funding for Schools
  - Charter School's Grand Bargain

# Effective Teaching and School Leadership

- Over the last 20 years, Massachusetts has made strides in ensuring that more students have access to strong teachers and principals.
  - Teacher performance standards, including annual evaluations of teachers and administrators
  - Raised expectations for teacher certification
  - Accountability for teacher preparation program outcomes
  - Investment in development and retention of talented educators, using data to inform instruction

# Career- and College- Ready Expectations & Teacher Supports

## *College- and Career- Ready Expectations*

- National leader in holding all students to rigorous standards, which included a new comprehensive assessment system.
- Developed statewide curriculum frameworks & standards in core academic subjects.

## *Support for All Teachers*

- Expanded learning time.
- CCSS training for thousands of educators.
- Joined other states to develop a rubric to help educators determine the quality, rigor, and alignment of their lessons and units to the CCSS.

# Investment in Systems Improvement; Fair School Funding

- Adoption of a weighted funding formula
- State-level strategies to build educators' and schools' capacity to teach at higher levels
- Greater investment in extended day programs for students, in transportation for special education students, and even in inflation and accounting for pension costs
- Today, average per pupil spending is almost double what it is in Michigan, and it spends more than \$2 billion more on its schools, even with almost 600,000 fewer students

# Charter School's Grand Bargain

- In the early 1990s, Massachusetts leaders decided to open the state's first charter schools – on a hugely important condition: **strong accountability**.
  - Charter growth is capped at 120 schools, with limitations on opening schools in communities with consistently low academic performance.
    - In the lowest performing districts, charters must have a **proven track record** in order to open.
  - The state board of education is the sole authorizer

## Charter School's Grand Bargain (cont.)

- Charters must submit to the state board of education and make available to every charter parent or potential charter parent copies of their annual report
- State department of education has the ability to send evaluation teams to visit each charter school on an annual basis
- Strong preference for replication to schools with a **record of academic success** and financial viability



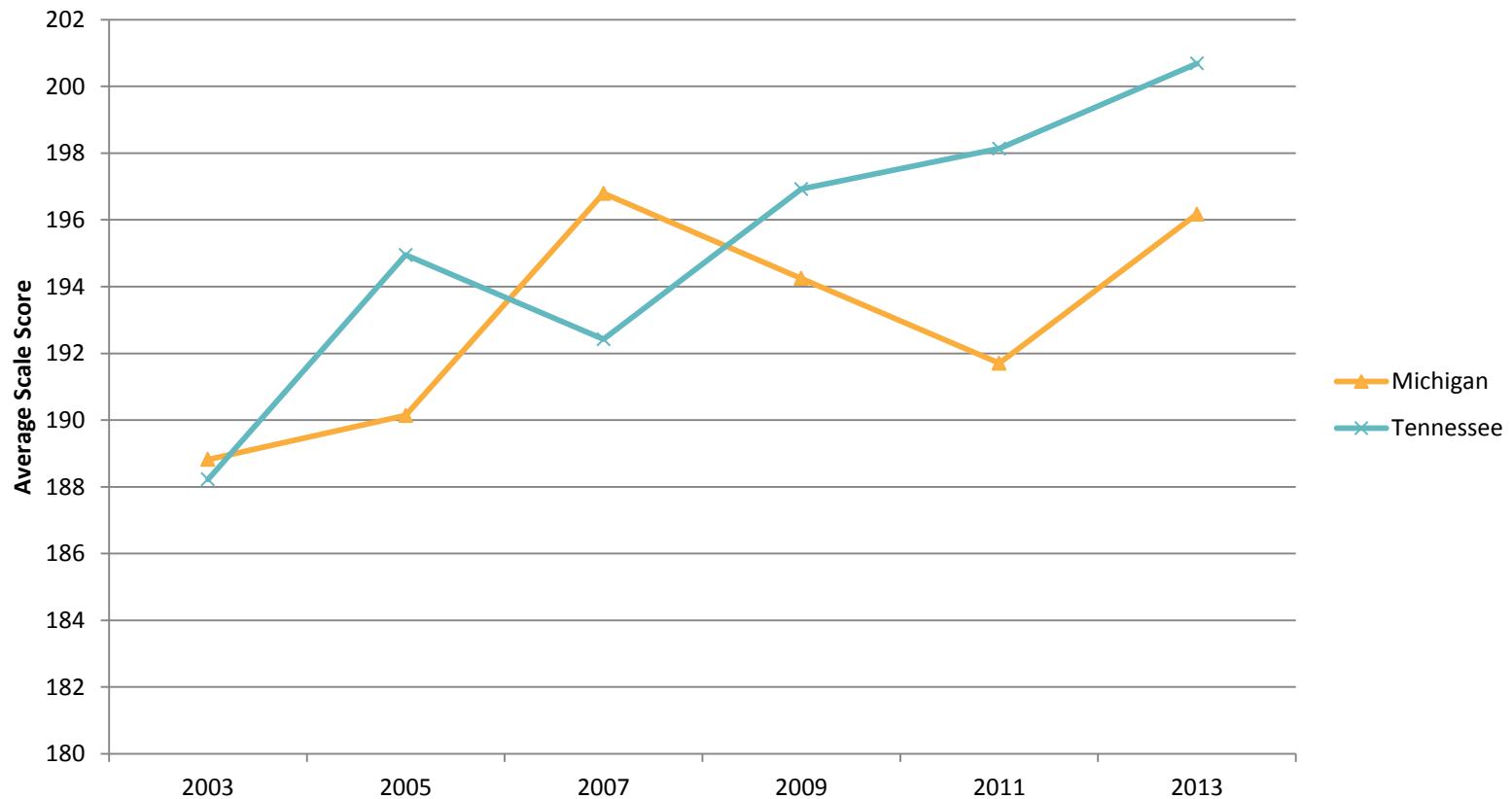
# **Tennessee: Leading the Nation for Student Growth**

# Tennessee: Leading the Nation for Student Growth

- Tennessee has historically struggled in achievement, with wide gaps among African-American and white students
- But Tennessee has turned a corner...
  - On the 2013 national 8<sup>th</sup> grade reading assessment, TN's average score was about **six points higher** than it was in 2011, for students overall and for low-income students
  - The average score for African-American eighth-graders was **10 points higher** in reading in 2013 than in 2011.
    - **Equivalent to about an extra year of learning for African-American eighth-graders**

# Tennessee African-American Students Outpace MI Over Last Decade

## NAEP Grade 4 – Reading – African American



Source: National Center for Education Statistics, State Comparisons Tool

# What led to Tennessee's Recent Success?

- A commitment to educational reform, despite a change in governors:
  - Research-based, comprehensive statewide reform effort with a focus on improving teaching quality
  - Collaboration across sectors
  - Strong investment and implementation over time

# Effective Teaching and School Leadership

- Tennessee has put a laser-like focus on effective teaching and school leadership.
  - All teachers evaluated based on classroom observations and student learning data through the statewide evaluation system.
    - Tennessee has trained **5,000** evaluators in the system.
  - One of the nation's first value-added data systems
  - Multiple observations of classroom practice in final evaluations and individual evaluations private

# Career- and College- Ready Expectations for All Students

- Tennessee phased in the Common Core standards over multiple years, starting with math in grades 3-8 and a pilot of English standards in 60 school districts.
- \$15 million to train teachers and develop content aligned to the standards.
- Engaged higher education institutions to create a statewide master plan aimed at increasing educational attainment for all residents.
  - Current proposal for **tuition-free** community and technical college for all students

## Support for All Teachers

- Identified more than 700 teachers with strong learning gains and trained them to be Common Core coaches who work with teachers across the state
  - More than **30,000** educators have received training
- Development of a pre-K through higher education (P-20) longitudinal student data system
- Pilot early warning data system enabled educators to see real-time indicators of at-risk student progress

# Charter School Landscape

- Less than two percent of students are enrolled in charter schools. Local school boards and the achievement school district may authorize charter schools.
- For-profit school operators have been outlawed in Tennessee.
- An interim review of a charter school must be conducted by its authorizer in the fifth year of a charter school's initial period of operation and also in the fifth year following any renewal (10 year total contract agreement).



# **Michigan's Progress: The Path to Educational Recovery**

# Michigan's Current Progress

- Michigan has taken some important steps forward:
  - Adoption of rigorous college- and career- ready standards
  - Stricter graduation requirements
  - Initial steps toward statewide educator evaluation and support system

# Michigan's Path to Educational Recovery

- Current efforts must be sustained, while others require improvement or action:
  1. *Effective Teaching and School Leadership*
  2. *High Expectations for All Students*
  3. *Support for All Teachers*
  4. *School Accountability and Support*
  5. *Targeted Investments*
  6. *Empowering Parents and Communities*

# Opportunities for MI Reform this Spring

- New Educator Support & Evaluation System
  - Governor Snyder has already committed \$28 million
- Development of a new K-12 data system, aligned with a new pre-K and on-going longitudinal data system
- MDE planned new Common Core-aligned assessment system
  - SBAC with ACT in 11<sup>th</sup> grade
- Training for educators to inform instruction through data
- High-caliber training for all teachers and principals on the Common Core

# **Conclusion: We Can Move from Stalled to Soaring**

# **We Can Move from Stalled to Soaring**

- High achieving and high growth states reveal proven strategies that strong investment can produce improved student learning.
- There are positive signs of progress, but Michigan is not doing nearly enough.

***By making a sustained, comprehensive investment in the strategies we know work, Michigan can get back on track.***

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education?**

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**[edtrustmidwest.org](http://edtrustmidwest.org)**

**THANK YOU!**

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